



Planning for Back to School: Remote Asynchronous Pre- Kindergarten Model



Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for **a remote Pre-Kindergarten model**

The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.



The purpose of this document is

- To be a launch pad for the design of a remote pre-kindergarten (PK) model
- To be used as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21



This school model is a remote model

On-campus

Student plans to participate in on-campus instruction 100% of the time

Remote

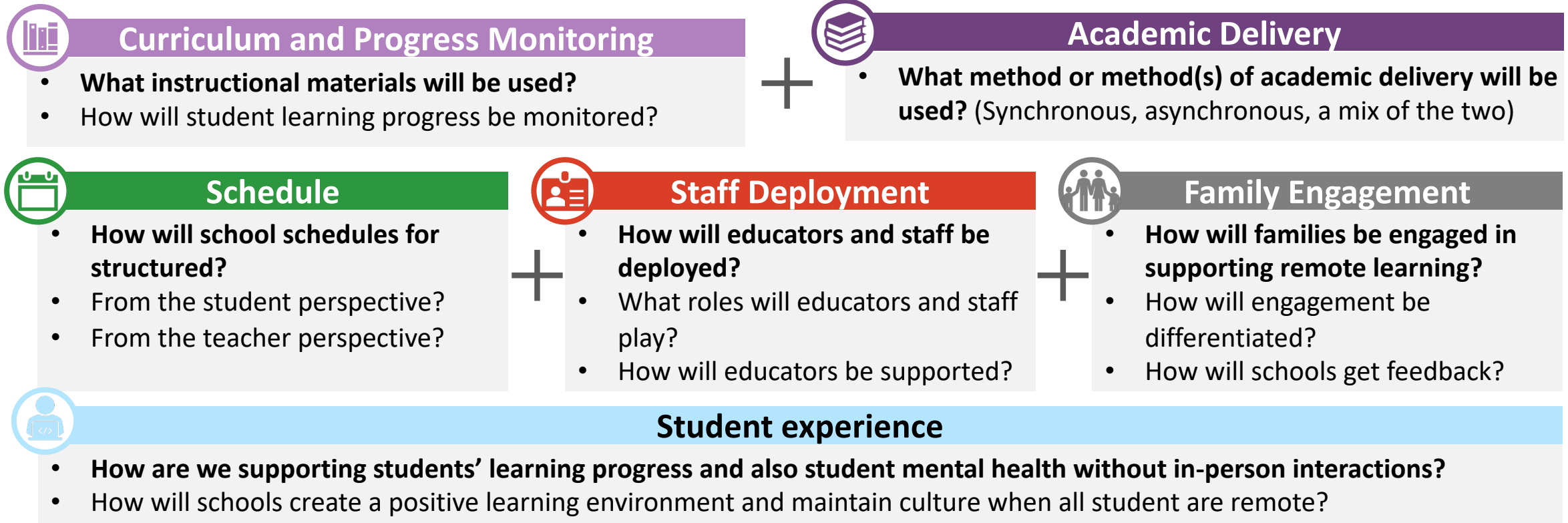
Student plans to participate in remote learning 100% of the time

Hybrid

Student plans to participate in an intentionally designed mix of on-campus and remote learning

School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



This model solves for

- Family desires to have students remain fully remote
- Staffing shortages or constraints
- Average Daily Attendance (ADA) funding requirements for PK asynchronous instruction
- LEAs aiming to deliver synchronous instruction in shorter time increments, mixed with asynchronous learning activities



This model qualifies for

- PK students are only eligible for **Method B asynchronous funding** for remote learning
 - This requires submitting an attestation and plan to TEA, as well as new attendance taking mechanisms
- *See more detail at the Texas Education Agency (TEA) SY20-21 Attendance and Enrollment FAQ ([linked here](#))*



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Remote Asynchronous PK

This model supports a district aiming to:

Deliver synchronous instruction to younger students in shorter time increments, mixed with asynchronous learning activities to enable students to progress at an individualized pace

Synchronous



Students participate in live interactions with peers and teachers during read aloud and small group instruction time







Asynchronous



Requires evidence of activity completion to record attendance for TEA ADA funding

Students complete asynchronous activities that build in student practice, interactions, exercise, and play-based activities

Dimensions

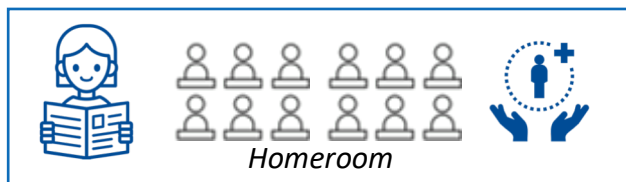
| | | |
|---|---|---|
|  Curriculum & Progress Monitoring |  Academic Delivery | |
| <ul style="list-style-type: none">• School/district adopted curriculum is adapted for remote learning or district adopts a new curriculum for remote learning• Weekly feedback | <ul style="list-style-type: none">• Synchronous direct instruction during the day, supplemented with asynchronous learning activities• Eligible funding method: Method B, Asynchronous | |
|  Student Schedule |  Staff Deployment |  Family Engagement |
| <ul style="list-style-type: none">• Standardized hours for synchronous direct instruction with homeroom teacher• Asynchronous student learning activities | <ul style="list-style-type: none">• All teachers run on a homeroom staffing model to maintain consistency• <u>Teachers</u> directly work with students for ~180 minutes daily | <ul style="list-style-type: none">• Schools provide feedback mechanisms, resources for parents, and a dedicated point of contact• Parents give frequent feedback and support |
|  Student experience | | |
| <ul style="list-style-type: none">• Daily homeroom morning activities aimed to support mental health and wellness• Smaller synchronous instruction chunks to maintain student attention and engagement• Higher parental expectations on engagement levels to facilitate remote learning | | |

Remote Asynchronous PK



Student Experience

Cohort interaction and monitoring



- Students are **grouped into homerooms** of 22 or fewer students (must attempt to maintain a student-teacher ratio of 11:1)
- Every homeroom is **divided into 2-3 groups** during read aloud and small group instruction, led by a **homeroom teacher** and/or teacher's aide
- The homeroom teacher is **responsible for monitoring student progress**

Asynchronous learning



- Students proceed through **asynchronous activities** throughout the day
- Asynchronous learning activities may build in opportunities for **student practice, interactions, exercise, and play-based activities**

Synchronous instruction



- Students and / or families have **multiple live touchpoints** with teachers and peers daily
- Read aloud sessions** and **small group instruction** sessions are done with homeroom cohorts
- Having the same homeroom teacher and peers **creates consistency** for the younger students as they progress throughout the day

Remote Asynchronous PK

PRELIMINARY DRAFT: **NOT FOR DISTRIBUTION**

Asynchronous instruction

Break



Student Schedule

Illustrative daily PK student schedule

| Time Frame | Teacher-led Instruction | Group Size | Possible Activities | Group 1 | Group 2 | Group 3 |
|------------|--------------------------|--------------------------------|---|---------|---------|---------|
| :15 min | Opening | Class is divided into 2 groups | Calendar, weather, community building activities, music | | | N/A |
| :15 min | | | | | | |
| :05 min | Stretch / Movement break | | | | | |
| :15 min | Read Aloud | Class is divided into 2 groups | Theme/Unit/Project-related book read w/discussions and open-ended questions | | | N/A |
| :15 min | | | | | | |
| :05 min | Stretch / Movement break | | | | | |
| :15 min | Small Group Instruction | Class is divided into 3 groups | Focus on literacy-based concept and/or skill | | | |
| :15 min | | | | | | |
| :15 min | | | | | | |
| :25 min | Enrichment activity | | May include art, music, gross motor | | | |
| :05 min | Stretch / Movement break | | | | | |
| :15 min | Read Aloud | | Theme/Unit/Project-related book read w/discussions and open-ended questions | N/A | | |
| :05 | Stretch / Movement break | | | | | |
| :15 min | Small Group Instruction | Class is divided into 3 groups | Focus on math or science concept and/or skill | | | |
| :15 min | | | | | | |
| :15 min | | | | | | |
| :05 | Stretch / Movement break | | | | | |
| :15 min | Closing | Class is divided into 2 groups | Re-cap of day’s concepts, activities and events | | | N/A |
| :15 min | | | | | | |

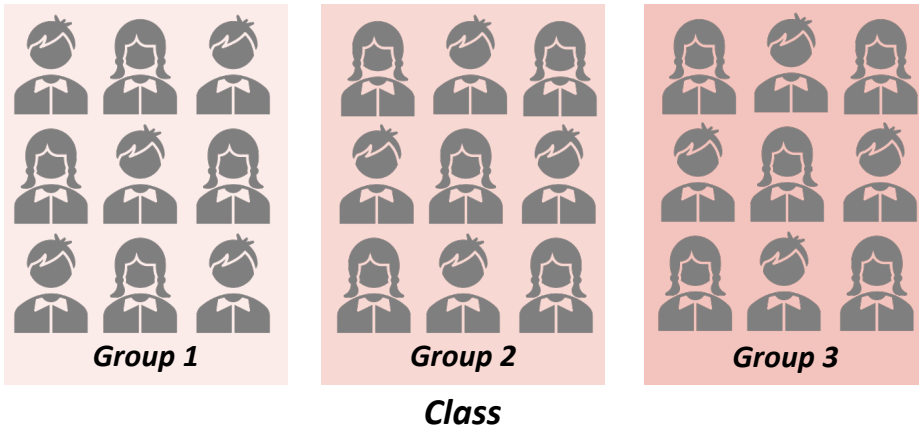
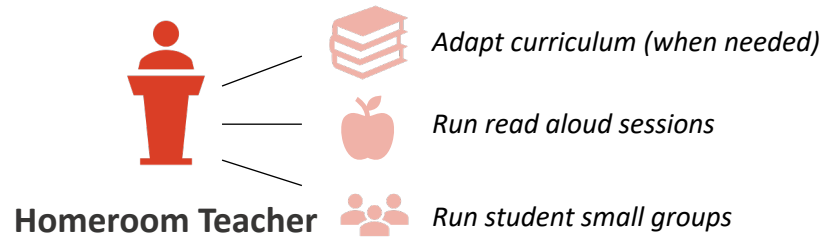
- With guidance and support, PK students will participate in **190 minutes of instruction daily**
 - PK students participate in **75 minutes of synchronous** instruction, small group instruction daily
 - When not in synchronous instruction, students / families are engaging in asynchronous activities for **115 minutes**
 - One read aloud is recorded daily which families/students can access on their own time. This read aloud is designed to be interactive for students
- While one group is in small group synchronous instruction with the teacher, the other 1-2 groups are participating in asynchronous activities
- While PK does not receive funding for synchronous learning, it is **important to foster student connection** with teachers and peers, **offer personalized support**, and **ensure students are checked on** and accounted for
- Students / parents are **provided a daily schedule** students can follow along with activities and assignments to complete
 - Students may need additional support from parents to set up activities, complete new learning, and submit evidence of assignment completion (e.g. parent note, phone check-ins with teachers, photo submissions)
- While synchronous activities will be scheduled during designated time period, this schedule of asynchronous activities is provided for adults to organize the day, with suggestions to create a visual schedule of 'events' for children to follow. It is important for students / families to stick to a schedule as much as possible to build a sense of routine and expectations for children



Remote Asynchronous PK



Staff Deployment and Roles



- Homeroom teachers have the following responsibilities:
 - Support content adaptation for a remote learning environment**, where needed, and supports for students
 - Facilitate read aloud and small group instruction** sessions during the day (totaling ~180 minutes of direct virtual instruction to small groups daily per teacher)
 - Monitor student progress** at the end of the day and record attendance accordingly
 - Act as the **primary point of contact** for parents
 - Participate in **Professional Learning Communities (PLCs)**
 - Receive regular **professional development**, particularly around effective instructional and engagement practices in a remote learning environment

Remote Asynchronous PK



Academic Delivery



With guidance and support, students will complete **synchronous instruction of shorter time increments** in areas such as foundational literacy practices with homeroom teacher



With guidance and support, students complete **asynchronous activities** such as student practice, interactions, exercise, and play-based activities



Students have **dedicated live time with peers** for socialization and to foster connection during small group instruction

- With guidance and support, **students will be engaged in asynchronous learning daily**. Engaged is assessed any of the following:
 - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
 - Evidence of engagement in learning activities
 - For example, anecdotal note from parents, a photo of student work, etc.
- **Evidence of asynchronous work completion** is required for recording daily attendance for TEA ADA funding
 - Asynchronous instruction **does not require all participants to be virtually present at the same time**
 - Additional parental support is required to ensure proper level of engagement and completion of assigned learning activities

Remote Asynchronous PK



Curriculum and Progress Monitoring

District adapted/adopted curriculum



Fit to local
needs



Fully
Customizable



Supportive
educator PD

Progress monitoring



Feedback on
assigned learning
activities



Virtual parent
conferences

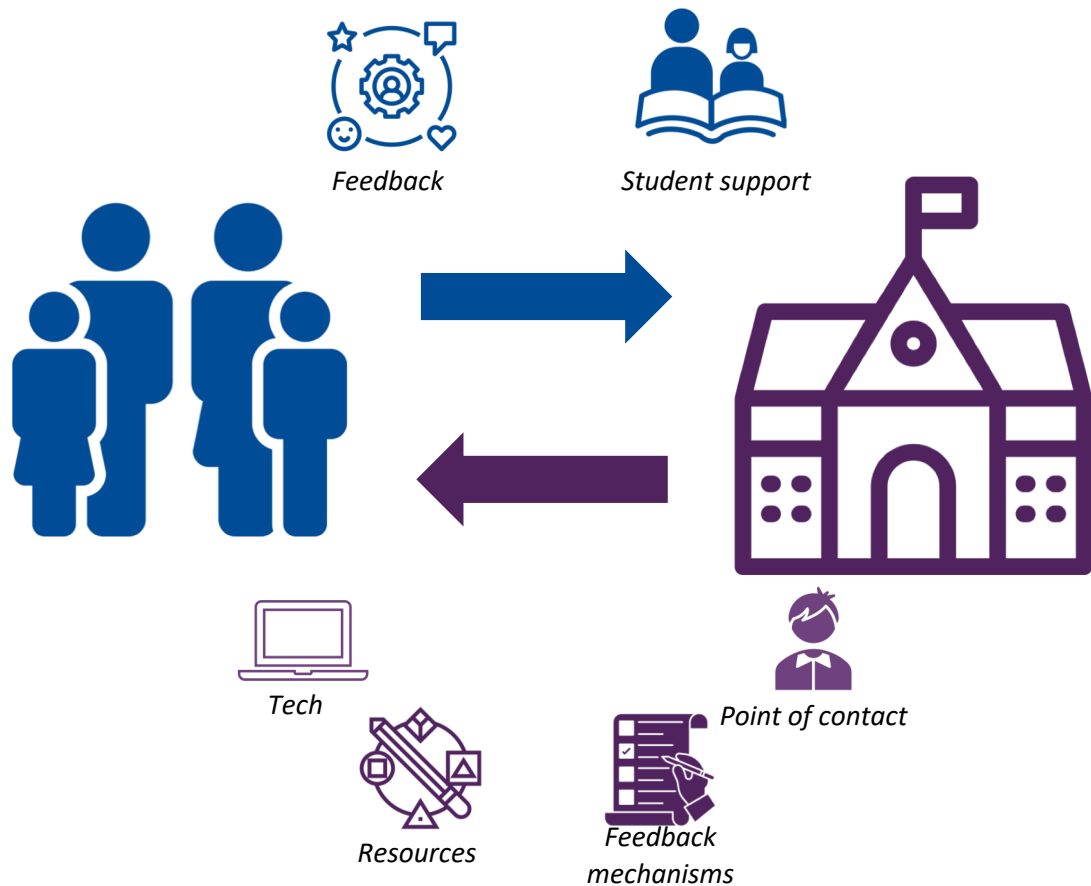


Small group
support
feedback
sessions

- District adopted curriculum is **adapted for remote learning**, or districts adopt new curriculum for remote learning
 - Educators will receive professional development in how to implement curriculum
- Families / parents receive **weekly feedback on assigned learning activities**
- Teachers use **available data** on student performance on activities and student reviews to **inform and iterate on lesson plans**
 - Homeroom teachers are also expected to **regularly update parents** on student progress through virtual parent-teacher conferences

Remote Asynchronous PK

Family Engagement



There is an increased importance of family engagement for PK students. Remote PK will require much more direct parent support and involvement than most other grades

- Schools provide:
 - Daily / weekly student schedule
 - Dedicated point of contact for each family
 - IT/Tech support
 - Course materials to help parents guide students through asynchronous self-paced learning
 - Multiple methods to receive feedback (e.g., surveys, help-line, etc.)
 - Training sessions for parents to learn how to supervise asynchronous course instruction
 - Schools will provide resources and information on gross motor, enrichment, break activities, and also parent training sessions on how to record anecdotal notes and observations
- Families provide:
 - Evidence of assigned learning activity completion feedback to teachers through an agreed upon method (e.g., photo submissions, phone calls, emails)
 - Provide tiered support for students in learning activities, such as math and literacy-related skills practice

